**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: The Recess Queen (friendship and bullying) TIME FRAME: \_\_One Week\_\_\_\_\_\_\_\_\_ TEACHER: \_\_\_\_\_First Grade\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Through a variety of texts students will be able to identify and discuss characteristics of bullies and friends. Students will compare and contrast the 'bully' and 'friendly' character from a story. Students will identify and understand activities good readers do before, during and after reading. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  **X** Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  **X** Students will critique as well as comprehend.  **X** Students will use technology and digital media strategically and capably.  **X** Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit.  **Social Studies**: **1.C&G.1:** Understand the importance of rules. **1.C.1:** Understand the diversity of people in the local community. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL1.2 -** Retell stories, including key details, and demonstrates understanding of their central message or lesson.  **RL1.7 –** Use illustrations and details in a story to describe its characters.  **RL1.9 –** Compare and contrast the adventures and experiences of characters in stories.  **RL.1.1:** Ask and answer questions about key details and events in a text.  **FS1.1 –** Demonstrate understanding of the organization and basic features of print.  **FS1.2d** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **FS1.3a** – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.  **FS1.2c –** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken- single syllable words. | | |  | | --- | | **Writing**  **W1.3** - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | |  | | --- | | **Speaking and Listening**  **SL1.1a** – Participate in collaborative conversations with diverse partners about *grade 1 topics* *and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | |  | | --- | | **Language**  **L1.5a** – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  **L1.5b –** Define words by category and one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  **L.1.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **L1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| Why do people treat each other unkindly? | | | How you are treated is often reflected in how you treat others. | | |
| How do you know when someone is being a good friend? | | | Friends treat each other kindly and support one another. | | |
| How can you help someone who is a bully become a good friend? | | | By comparing and contrasting character traits, we can understand how to be a good friend. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  -Before reading, use illustrations to guide a discussion and predictions of what will happen. Introduce and model how to take a picture walk.  -After reading Mean Jean students will discuss similarities and differences between Mean Jean and Katie Sue.  -Discuss and identify print concepts; such as bold faced or italicized words. Model correct reading.  -Students can predict, write and illustrate what will happen next with Jean and Katie Sue. | **Writing Tasks**  -Students will create a Venn Diagram comparing and contrasting Mean Jean and Katie Sue.  -Students will write about ways to treat each other at school.  -Students will work together to write reasons we should be friends.  -Select a student to interview, and present them as your friend to the class.  -Create playground rules and post. | | **Discussion Tasks**  -Why does Mean Jean act so mean?  -Do you think anyone every asked Jean to play with them before?  -How do you know when someone is being a good friend?  -When someone isn't being a friend, what do you do?  -How do you feel when you are being bullied?  -Invite school counselor in to discuss bullying. | | **Language/Vocabulary Tasks**  -Word Study: bully, friendship, respect; define in vocabulary journal.  -Students will identify and list rhyming words from the story.  -Identify and define characteristics of a good friend. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| -Can students correctly identify rhyming words?  -Do students use pictures to preview and predict what will happen in the story? | | -Can students identify similarities and differences between characters?  -Are students able to connect text to self about friendship and/or bullying?  -Exit ticket identifying if a student is being bullied and by who. | | -Do students correctly transfer information about characters into a Venn Diagram?  -Can students answer: How do bullies make learning difficult? How do friends or kind people make learning easier? | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  The Recess Queen by Alexis Oneill  Bullies Never Win by Margery Cuyler  Enemy Pie by Derek Munson  I Miss Franklin P. Shuckles by Ulana Snihara  Horace and Morris but Mostly Dolores by James Howe  Feelings by Aliki  The Best Friends Book by Todd Parr  George and Martha: The Complete Stories of Two Best Friends by James Marshall  Chester's Way by Kevin Henkes | | | | | |
| **Notes:**  [www.tumblebooks.com](http://www.tumblebooks.com/)  [www.discoveryeducation.com](http://www.discoveryeducation.com/) | | | | | |